

January 2021

Final Profiling 2021

Dear Co-ordinator

We have come to the time of the year for final profiling of 3rd year students. This letter details the arrangements for final profiling of students in the PDST Junior Certificate School Programme.

Profiling is completed online. Login to your account at <http://jcsp.ie> (here is a guide 'How to enter final profiles online' <http://www.jcsp.ie/resources/c/10/244/Final%20Profiling2013.pdf> which is available on the jcsp website under the coordinators tab on the website).

Who do you profile?

- ✓ 3rd year students
- ✓ Students who have left school and were profiled for a minimum of one school year (even if they only achieved one statement)

Included:

Page:

✓ Final Profiling 2021 – Code Card	3
✓ Final Profiling Meeting Procedures 2021	4&5
✓ Suggested Word List for Reference Writing	6&7
✓ Sample Student Reference	8&9
✓ Defining Competence Guidelines	10&11

The deadline for final profiles is **Wednesday, 21st April 2021**. Please ensure the date of the celebration ceremony is entered when submitting final profiles online. When the student profiles have been entered online, it is necessary for the Principal to login to their JCSP account and submit the Final Profiles to the JCSP office.

You may apply for the Summer Celebration grant of €100 at this time by logging in to your JCSP account at <http://jcsp.ie> go to Initiatives Application, round 01/21.

No Student Profiling Folders will be available before **Wednesday, May 5th 2021**.

If you intend holding a celebration ceremony in early May (subject to Government health guidelines), we would advise you to contact us to see if we can organise special arrangements to ensure the final profiles can be processed and deliver the Student Profiling Folders to your school on time.

We remind you that if school-based statements are to be awarded, such statements should be approved by PDST JCSP before inclusion in the final profile. A copy of any such statement should be included with the Student Profiling Folder.

An important part of final profiling is the student reference which should be included in the final profile folder being presented to students. Schools are asked not to send the student references to the PDST JCSP office but rather to keep them in school for inclusion in the final profile.

If you are experiencing any problems or have any queries please do not hesitate to contact us.

We wish you every success with final profile meetings.

Yours sincerely



Ciara O'Donnell
PDST National Director

Final Profiling 2021 – Code Card

<u>Subject</u>	<u>Subject Code</u>	<u>Statement Number</u>
English – New JC	EJC	1,2,3,4,5
T1 Gaeilge – New JC Draft / T2 Gaeilge – New JC Draft / Gaeilge (GA) / Irish (IR)	GAJC Draft / IRJC Draft / GA/IR	GAJC Draft 1,2,3,4,5 / IRJC Draft 1,2,3,4 / GA 1,2,3,4,5,6,7,8 / IR 1,2,3,4,5,6,7,8
Modern European Language: Modern Foreign Languages – New JC Draft / French Listening and Speaking German Listening and Speaking Spanish Listening and Speaking Italian Listening and Speaking French Reading and Writing German Reading and Writing Spanish Reading and Writing Italian Reading and Writing French Cultural Studies English as a Second Language	MLJC Draft / ML ML ML ML ML ML ML ML ML ML ML	MLJC Draft 1,2,3 / 1 F 1 G 1 S 1 I 2 F 2 G 2 S 2 I 3 4
Maths – New JC Draft / Maths Project / Maths	MJC Draft / MSP, MG, MN M	MJC Draft 1,2,3 / MSP 1-2, MGT 1-2, MN 1-5 / M: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19
Basic Skills	BS	1,2,3
Science & Technology – New JC	STJC	1,2,3,4
Information Technology & Computer Software	IT	1,2,3,4,5,6,7
Home Economics – New JC Draft/ Home Economics	HEJC Draft / HE	HEJC Draft 1,2,3,4,5 / HE 3,4,5,6,7,8,9,10
CSPE	CSPE	1,2
Geography – New JC Draft / Geography	GJC Draft/ G	GJC Draft 1,2,3,4,5 / G 2,3,4,5,6,10,11,12,13,14,15
History – New JC Draft / History	HJC Draft / H	HJC Draft 1,2,3,4,5 / H 3,10,11,12-20,21-27
Visual Art – New JC Draft / Art	VAJC Draft/ A	VAJC Draft 1,2,3,4 / A 1,2,3,4,5,6
Music – New JC Draft/ Music	MUSJC Draft/ MUS	MUSJC Draft 1,2,3 / MUS 1,2,3,4
Religious Education	RE	1,2,3,4,5,OS; 6,7,8,9,10,11,NS
Materials Technology – Wood	MTW	1,2,3,4,5,6,7
Materials Technology – Metal	MTM	1,2,3
Technology	TY	1,2,3,4
Technical Graphics	TG	4,5,10,11,12
Business Studies – New JC	BSTJC	1,2,3,4,5
Physical Education	PE	1,2,3,4,5,6,7,8
SPHE	SPHE	1,2,3,4
Career Guidance	CG	1,2
Library	L	53,54
Cross- Curricular	CC	Fill in relevant number: 1-56,58,60,63-67,71-75

OS – Old Syllabus NS – New Syllabus

2021 Final Profile Meeting Procedures

This meeting normally takes place at the end of third year. Statements already awarded by the team of teachers over the 1 to 3 years are noted on the Student Master Record Card. The majority of the statements are usually awarded at the final meeting. The statements not yet awarded are discussed by the team in order to reach consensus.

Prior to the Meeting

The Principal:

The Co-ordinator should plan the following with the Principal well in advance:

- Date of the meeting and the time required
- A list of teachers who have to attend the meeting
- A list of the students to be profiled
- An agenda for the Final Profile Meeting
- Discuss the business of the Profile Meeting (the Principal should be aware of the processes involved in the Final Profile Meeting)
- Arrangements for writing student references
- Arrangements for presentation of Profiling Folders towards end of May

The Students:

Students should be informed of the meeting and plot their progress for the last time, this being part of their certification process. They should also have completed their Record of Achievement (page 121 <http://www.jcsp.ie/resources/c/10/523/Coordinators%20Folder%20%28historical%29.pdf>)

The Teachers:

The Co-ordinator should give the team of teachers plenty of notification of the Final Profile Meeting, to allow them to update their records and to consider progress in the cross-curricular statements. It would be very useful to your team if you circulated an agenda in advance of the meeting. Please allow ample time for this meeting. The *Defining Competence Guidelines (within this document)* should be circulated with the agenda.

The Meeting:

- Three hours would be required for a comprehensive discussion of a group of 15 students.
- The school co-ordinator should bring along the Student Profile Cards and the Final Profile Card.
- Each teacher should bring along the records of statements they want to award.
- It is important that all teachers are represented at the meeting.

Awarding Statements:

Each student should be considered individually. The team of teachers award each statement to each individual student beginning with the subject statements. This is followed by a discussion of the cross-curricular area. Plenty of time should be allowed for discussion of the cross-curricular statements, as the team must reach a consensus on the statements to be awarded to each student.

The *Defining Competence Guidelines* should be referred to throughout the meeting. It is crucial that each member of the teaching team understands these criteria to allow for fair profiling of the students.

Student reference:

This is a good time to complete work on the references. As the references are based on personal knowledge of students, the individual schools produce these. Schools may find the *Student Record of Achievement* useful in gathering information for writing references (page 121 <http://www.icsp.ie/resources/c/10/523/Coordinators%20Folder%20%28historical%29.pdf>).

There is *Suggested Word List for Reference Writing* included in this letter.

References should be added to the *Student Profile Folder* when received from the JCSP office.

PDST Junior Certificate School Programme wishes you every success with the planning and implementation of your Final Profile Meeting.



Suggested Word List for Reference Writing

Honest
Trustworthy
Reliable
Motivated
Appreciative
Enthusiastic
Exemplary
Attentive
Imaginative
Creative
Sense of humour
Quiet
Obliging
Compliant
Adaptable
Shows initiative

Welcoming towards new students
Actively participates
Involved
Willing
Enthusiastic participant
Pleasant
Respectful
Personable
Quiet spoken
Generous nature

Satisfactory
Presentable
Neat

Talented
Helpful
Co-operative
Mature
Cheerful
Fun
Energetic
Mixes well
Sociable
Friendly
Interacts well
Popular
Outgoing disposition

Diligent
Anxious to Please
Well mannered
Hard working
Dedicated (to work)
Religious
Spiritual
Thoughtful
Reflective
Likeable
Responsible
Sees things through to end
Responds well to encouragement
Gentle
Good nature
Considerate
Confident

Consistent
Willing to help
Positive influence on friends
Energetic
Enjoys physical activity
Practical
Enjoys working with hands
Ability to work quickly and
efficiently
Volunteers for extra...
Contributes (willingly)

Unfailingly ... polite/well behaved
Alert
Enterprising

Takes pride/care with work
Lively mind
Thinks on own two feet
Independent
Well-rounded individual
Shy
Retiring

Socially adjusted
Keen
Strong interest in environment
Tries very hard
Excels
Ambitious
Eager
Eager to learn
Courteous
Disciplined
Should make a success of anything
Undertaken with guidance and
direction
Has courage in convictions
Engages in task at hand
Sincere
Has made good progress
Has made considerable progress
Has made excellent progress
Valuable member of the class
Conscientious
Capable
Applies him/her self to task
Demonstrates mature attitude at
all times
Determination
Well respected by peers/teachers
Great capacity for hard work
Bright, outgoing person
Communicates well
Positive attitude
Leadership qualities
Is a lovely bright, well -mannered
young man/woman
Uses talents to the full
Delights in getting tasks
completed
Integrated well
Will work well with specific goals

Liosta Focal chun Teistiméireachtaí a Scríobh

Macánta	Dúthrachtach	Suim mhór aige/aici sa timpeallacht
Ionraic	Ag iarraidh daoine a shásamh	Diongbháilte
Iontaofa	Béasach	Ar fheabhas ag...
Spreagtha	Dícheallach	Uaillmhianach
Léirthuisceanach	Tiomanta (dá c(h)uid oibre)	Fonnmhar
Díograiseach	Cráifeach	Ag iarraidh foghlaim
Tugann dea-shampla	Spioradálta	Dea-bhéasach
Grinnsúileach	Dea-chroíoch	Smacht aige/aici air/uirthi féin
Samhlaíoch	Smaointeach	
Cruthaitheach	Pléisiúrtha	
Féith an ghrinn aige/aici	Freagrach	Beidh rath air/uirthi cibé rud a dhéanann sé/sí
Ciúin	Críochnúil	Rinne sé/sí é faoi threoir agus stiúradh
Cabhrach	Is mór is fiú é/í a mholadh	Bíonn sé de mhisneach aige/aici beart a dhéanamh de réir a t(h)uairimí
Cloíonn sé/sí leis na rialacha	Séimh	Díríonn sé/sí ar an tasc atá le déanamh
Solúbtha	Lách	Gnaíúil
Léiríonn sé/sí tionscnaíocht	Tuisceanach	Tá dul chun cinn maith déanta aige/aici
	Muinéach	Tá a lán dul chun cinn déanta aige/aici
		Tá an-dul chun cinn déanta aige/aici
Cuireann sé/sí fáilte roimh dhaltáí nua	Comhsheasmhach	Duine luachmhar sa rang
Glacann sé/sí páirt go gníomhach	Ag iarraidh cabhrú	Coinsiasach
Duine a ghlacann páirt	Dea-thionchar ar a c(h)airde	Cumasach
Toilteanach	Fuinniúil	Luíonn sé/sí isteach ar a c(h)uid oibre
Glacann sé/sí páirt go fonnmhar	Taitníonn aclaíocht leis/léi	
Gealgháireach	Praiteiciúil	
Léiríonn sé/sí meas ar dhaoine eile	Is maith leis/léi a bheith ag oibriú le daoine eile	
Comhbhách	An cumas chun obair ghasta éifeachtúil a dhéanamh	
Séimh	Tairgeann sé/sí a chúnamh...	
Flaithiúil	Cuidíonn sé/sí (toilteanach)	
	I gcónaí múinte/dea-bhéasach	Léiríonn sé críonnacht i gcónaí
Sásúil	Meabhrach	Diongbháilte
Slachtmhar	Treallús ann/inti	An-mheas ag daltaí/múinteoirí air/uirthi
Néata		Cumas mór oibre
	Mórtasach as caighdeán a c(h)uid oibre/oibríonn sé/sí go cúramach	Duine éirimiúil, pléisiúrtha
Cumasach	Éirimiúil	Dea-scileanna cumarsáide
Cabhrach	Intinn ghéar	Dearcadh dearfach
Cuidiúil	Neamhspleách	Tréithe ceannaireachta
Aibí	Duine dea-oilte	Fear/bean óg deas, éirimiúil, muinteartha
Gealgháireach	Cúthail	Baineann sé/sí leas iomlán as a c(h)uid buanna
Spraíúil	Cotúil	Is breá léi a c(h)uid oibre a chríochnú
Fuinniúil	Caidreamhach	Lánphárteach
Réitíonn sé/sí go maith le...	Díocasach	Déanfaidh sé/sí obair mhaith nuair a bhíonn spriocanna faoi leith leagtha síos dó/di
Muinteartha		
Cairdiúil		
Dea-scileanna sóisialta		
Gnaoi ag scoláirí eile leo		
Suáilceach		



School Name and Crest

Sample Reference

Brian T. is a cheerful, adaptable young man. Brian has completed three years education in School. During this time he has shown himself to be capable of producing some very good work. Brian has a good sense of humour and gets on well with his teachers and fellow pupils. We feel we could recommend him for any suitable employment.

Brian T. has actively participated in a number of sporting activities within the school. He has played football, boxing and gone swimming with the school. In 2018 he went on a two-day canoeing trip to Kilkenny. Brian has also been involved in our Outdoor Pursuits Programme and has gone hill walking to the Wicklow Mountains. Brian has helped raise a lot of money for a number of organisations - Barnardos, the National League for the Blind, the Heart Foundation and the Wheelchair Association.

We wish Brian every success with his future endeavours.

Signed
Junior Certificate School Programme Co-ordinator

Signed
School Principal

Ainm na Scoile agus Suaitheantas na Scoile

Teistiméireacht Shamplach

Is fear óg gealgháireach, solúbtha é Brian T. Tá Brian ag freastal ar scoil
..... le trí bliana anuas. Le linn an ama sin, léirigh sé go bhfuil sé ábalta obair
an-mhaith a dhéanamh. Tá féith an ghrinn ann freisin, agus réitíonn sé go maith leis na
múinteoirí agus leis na daltaí eile. Bheimis sásta é a mholadh d'aon chineál fostaíochta.

Ghlac Brian páirt i ngníomhaíochtaí éagsúla spóirt sa scoil. Le trí bliana anuas, bhí sé
páirteach sa pheil, sa dornálaíocht agus sa snámh. In 2018, chuaigh sé thuras canú dhá lá
go Cill Chainnigh. Ghlac Brian páirt freisin sa Chlár Gníomhaíochtaí Allamuigh agus chuaigh
sé ag cnocadóireacht i sléibhte Chill Mhantáin. Chabhraigh Brian chun a lán airgid a thiomsú
d'eagraíochtaí éagsúla - Barnardos, National League for the Blind, Foras Croí na hÉireann,
Cumann Cathaoireacha Rothaí na hÉireann.

Guímid gach rath ar Brian sa todhchaí.

Síniú
Comhordaitheoir Chlár An Teastais Shóisearaigh

Síniú
Príomhoide

Defining Competence in Order to Award Statements

The following guidelines are in place to assist the team of teachers in deciding upon statements to be awarded to students from the Junior Certificate School Programme Profiling System.

Once the students have completed a statement, the team of teachers is in a position to make a professional decision on awarding the statements.

Please note, that only those statements that the students have been actively working on should be considered.

The statement is awarded if the student has achieved competence of *at least 80%* of the associated learning targets. In order to reach that level of competence, the following should be considered:

- Independence**
- Frequency**
- Sustainability and**
- Accuracy**

The following questions should be used to help define a student's level of competence in relation to each learning target/statement:

Independence

Can the student carry out the given task with little or no help, or do they need a lot of support?

- | | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Almost totally dependent on support |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Increasingly independent |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Almost totally independent |

Frequency

Can the student carry out the given task on most occasions when asked?

- | | | | |
|--------------------------|--------------------------|--------------------------|-----------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Occasionally carries out task |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sometimes carries out task: 40-50% of times asked |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Almost always carries out task: 80%+ of times asked |

Sustainability

Can the student retain their ability to carry out the given task after a period of time?

- | | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Retains knowledge/skill for about a day |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Retains knowledge/skill for about a week |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Retains knowledge/skill for about a month |

Accuracy

Can the student carry out the task to a specified level of accuracy?

- | | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Not yet accurate enough for given purpose |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Increasingly accurate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Accurate enough for given purpose |

As it is the team of teachers that awards each statement to the individual student, every statement under consideration should be discussed and a consensus sought if a statement is to be awarded. Professional judgement will assist the team in determining that the level of competence has been reached by the students.

Teacher observation and self-assessment by the student can both contribute to determining when a statement is achieved. Use can be made of routine class tasks and tests, however, most statements do not require written evidence unless specifically stated. Oral evidence is therefore sufficient to establish knowledge of a subject area. The following types of activity all contribute to forming a judgement:

- Observation
- Practical tasks
- Oral questions and answers
- Oral observation
- Written tests
- Written classwork
- Individual endeavour
- Group endeavour

If you are experiencing any problems or have any queries please do not hesitate to contact us by email to jcsp@pdst.ie